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ABSTRACT

Since the Korean War and the integration of all ethnic groups in the Army, the Fort Benning Dependents' Schools have served the educational needs of the sons and daughters of culturally different families living on the post. A letter from the Department of the Army on April 22, 1970 expressed the desires of the department to make greater efforts to implement multi-ethnic education and the training of teachers to provide it in all of the dependent school systems. The Assistant Superintendent found personnel in the schools with great interest and a desire to work with him on a multi-ethnic curriculum guide. A committee was formed comprising two teachers from each school. The principals were also invited to attend the committee meetings and to invite community members. It was decided to include in the guide ethnic groups that are most frequently represented in the schools. Each school would select an ethnic group to study. The guide would help in the teaching of culturally different students by providing cultural and historical information about minority groups in an effort to begin to give the teacher a starting base that could be used in assimilating the material into the curriculum. By doing this, the guide would break down stereotypes and help teachers, students, and parents to learn to appreciate culturally and ethnically different people. [Reproduced from the best available copy.] (Author/JM)

ED 073180

DEVELOPMENT

OF THE

FORT BENNING DEPENDENTS' SCHOOLS

MULTI-ETHNIC CURRICULUM GUIDE

AND

HUMAN RELATIONS WORKSHOP

BEST AVAILABLE COPY

UD 013186

FORT BENNING DEPENDENTS' SCHOOLS
FORT BENNING, GEORGIA

10 NOVEMBER 1972

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# THE CREATION OF A MULTI-ETHNIC CURRICULUM GUIDE IN THE FORT BENNING DEPENDENTS' SCHOOLS

## AWARENESS AND NEED

Since the Korean War and the integration of all ethnic groups in the Army, the Fort Benning Dependents' Schools have served the educational needs of the sons and daughters of culturally different families living on the post. Through the years we had been proud of our success in teaching these children from varied ethnic backgrounds to live in the great American "Melting Pot." Teachers were accustomed to teaching children of all races, religions, languages, and cultures. We felt very adequate in dealing with this vast community of humanity.

As the times changed and people became aware of the contributions and differences of ethnic groups, we too began to realize that the "Melting Pot" never really existed, but instead we were educating many cultures to live in a culturally pluralistic society.

Our first move toward an awareness and a need for a Multi-Ethnic Curriculum Guide came when the leadership of our schools was informed that a high official from the Department of Health, Education, and Welfare was planning an inspection trip to Fort Benning that would include our schools. To prepare for his visit, each of the school librarians submitted a list of all of the multi-ethnic materials in the schools. The combined report was very lengthy and we were amazed and pleased with the material list. We were further pleased with the amount of multi-ethnic education that was being done. It was discovered, however, that the materials dealt primarily with ethnic groups (with the exception of the Indians) outside of the United States. It was further discovered that while some teachers used much of the material, it did not have a good circulation. Another issue was uncovered, that multi-ethnic education is an emotionally laden topic and frequently invoked defensive behavior on the part of administrators and staff. The common answer was, "I have no problems teaching all of these kids. I treat them all the same." Never the less, we were amazed at the amount of material we had, and the amount of multi-ethnic education that was occuring. The inspector never came, but his impact was certainly felt--we were becoming aware.

This awareness for the need for multi-ethnic education was part of a nation-wide trend. Textbook publishers were beginning to integrate their books. High school and college students were clamoring for more culturally oriented classes such as Black History.

A letter from the Department of the Army on April 22, 1970, spurred us to further action. In it were the desires of the department to make greater efforts to implement multi-ethnic education and the training of teachers to provide it in all of the dependent school systems. Our Assistant Superintendent for Instruction, Mr. Earl L. Miley, attended the ASCD (Association for Supervision and Curriculum Development) conference in St. Louis and was motivated to get a program going at Fort Benning. He found personnel in the schools with great interest and a desire to work with him on the project. The decision was made to create a multi-ethnic curriculum guide.

PLANNING AND WRITING THE GUIDE

In education when something new is being done, it seems that the pat answer is to form a committee. That is what we did. Each building principal was asked to invite two teachers to serve on the committee. The principals were also invited to attend the committee meetings and to invite community members.

Our first meeting and those that followed, were held during the school day. Substitute teachers covered the teacher's regular duties. The Assistant Superintendent for Instruction, Mr. Earl L. Miley, presided. He conducted the meeting in a very open ended manner. The goal was to decide on how to proceed. Since no one had had any experience in creating a multi-ethnic guide, there was much concern on the part of everyone there. The teachers fully expected Mr. Miley to tell them exactly what to do and how to proceed. Mr. Miley was hoping the teachers would offer suggestions. We finally decided to seek "expert" advice at our next meeting. All of the participants left the meeting with a feeling of frustration. In fact, when one of the principals asked one of her building representatives what had happened, she simply replied, "I don't know!"

Captain John Laszlo, a clinical psychologist with the Mental Hygiene Consultation Service of Martin Army Hospital; Lieutenant Bill Marshall and SP/4 Mike Pearson, of the Race Relations Coordinating Group of Fort Benning, were invited to our next meeting as "experts" in the field of Race Relations. We did not know it at the time, but these men were still experiencing frustration with their own function on the post. They were able to provide the sensitivity to need and comradeship in frustration that we needed to understand what was going on. They made us feel better about what we were doing and offered sound advice on how we might begin. Although still quite confused, we were able to make some decisions. It was decided that we would include in the guide ethnic groups that are most frequently represented in our student population. Groups that were selected to appear in the guide were: Puerto Ricans, American Indians, Koreans, Mexican Americans, Japanese, Negroes, and Jews. Also, we decided that each school would select an ethnic group to study and for which they would be responsible for creating a portion of the guide. We agreed that the guide would help in the teaching of culturally different students by providing cultural and historical information about minority groups in an effort to begin to give the teacher a starting base that could be used in assimilating the material into the curriculum. By doing this, the guide would break down sterotypes and help teachers, students, and parents to learn to appreciate culturally and ethnically different people.

There was no perscribed format that was agreed upon by the committee for writing and recording the work. This atmosphere of creative freedom was both a threatening and a rewarding experience. Many teachers were still asking, "What do you want us to do?" As time passed each school developed its own unique method for creating their portion of the guide. Many hours were spent by dedicated administrators and teachers in preparing the units of study during the 1970-1971 school year.

A serious problem was a lack of research materials. Today, only two years since the work was done, there are many new materials that we could have used had they been available at the time. During this time the work was coordinated by the Assistant Superintendent for Instruction's office by frequent meetings, both formal and informal, with those involved. As the units were submitted to his office they were edited and re-typed, and by the summer of 1971 the guide was ready for printing.

As it appeared at publication, the guide contained units on each of the ethnic groups selected. It is evident that it was written by a large number of people because the style of writing and format changes from unit to unit. The 246 page volume is bound with clips so that sections can be added or deleated as revisions occur. Since this was our first attempt at writing a multi-ethnic guide, constant revision will be necessary as improvements are made. The attractive cover was designed by our Instructional Supervisor, Mrs. Evelyn Southwood.

When the multi-ethnic curriculum guide was released to the teachers during the 1971-1972 school year. There was observable evidence of additional multi-ethnic instruction. There were, however, many teachers who failed to use the material and who saw no need to implement multi-ethnic studies into their classroom programs.

Through observation and a series of questionnaires, it was evident that further work would be necessary to more fully put into practice the multi-ethnic curriculum. Casual observation by sensitive observers indicated a gap between materials, knowledge and practice. For example one observer reported an incident where a black student approached a white teacher to ask a question. The boy said, "May I axe you a question?"

The teacher responded, "The word is ask! Now say it correctly."
The boy continued, "May I axe you a question?"
The teacher replied, "I said the word is ask! ASK! ASK! ASK! ASSKKK!"

The boy with a tear said, "All I wanted to do was axe you a question." Such an example pointed out the insensitiveness of the teacher to a cultural speech pattern.

After discussing ways in which teachers could be better prepared to fully implement the curriculum change, and after reading an article by Larry Cuban in the Phi Delta Kappan, January 1972, we decided to try to have a summer time human relations workshop. One of Cuban's statements convinced us about what we should do. He said, "What is disastrous about white instruction, of course is that children who are thrown into a sea of information will not come out cleansed of self hate and sparkling with ethnic consciousness. Thrown into such a sea, children drown."

Material on the planning and conduct of the workshop is included in another section of this paper.

## ADDITIONS AND REVISIONS TO THE GUIDE

During the Human Relations Workshop there was some criticism by the consultants of the Multi-Ethnic Curriculum Guide. It was pointed out to us that some of our material stereotyped certain groups, particularly the American Indians. The Indians are of multiple cultures, all quite different. Because of the errors that are made on any first attempt it is necessary that the guide be in a constant state of revision. New materials should also be added as they are developed.

Included in the workshop plan was the creation of projects in multi-ethnic education that could be included in the guide. Each of the participants was expected to do a project. Time for project planning and work was included in the workshop schedule.

Very little guidance was given by the workshop steering committee in an effort to increase the creative potential of the participants. The freedom in project planning created frustration when the conferees tried to decide what to do. Small groups and small group facilitators were used as part of the workshop format. Within the group setting frustrations were eased and project decisions were reached with less difficulty. As a result of the small group facilitation, projects were created by either groups or on an individual basis. Some of the project titles were: My Journey Across the Bridge which traces the Black Americans' struggle for recognition; Color Me American is an original role playing situation with a bibliography; To Create A People is a project designed to teach students who they are as Americans; Biochemistry of the Skin is a project that is designed to show how climate and geographical conditions have an effect on human skin; The Alaskan Eskimos is a social studies unit for the second and third grade level; Bridging the Gap is the study of the biographies of famous Black leaders in music, art, education, literature, sports, the military, government, science, medicine, and exploration; Self-Image--Who Am I? is a project that will help students from different ethnic backgrounds to be more self-accepting; The Influence of Folk Music on Other Fields of Music is a project in which students will learn a new respect for the music of his own and other ethnic groups; Poetry - Negro Dialect furthers the multi-ethnic curriculum by providing an opportunity for teachers to hear and read Negro dialect; Native Americans is an outline and bibliography for studying Indian Americans; Self Image - I Have Something to Offer is designed to help the student to learn that he is a very important part of his culture; Self-Image is an outline that will acquaint children with Black contributions and achievements; The Historian's Error is designed to help classroom teachers integrate Blacks into the study of American History.

These project plans are being printed so that all of the staff will have copies of them. A sample project is included in this packet of material.

Most of the projects are now being used to some degree in the schools. Even the lunch room managers have become involved by planning an ethnic meal one day each month. On Oriental Day some children dressed in costume and attempted to eat with chop sticks. One of the cafeterias was decorated with lanterns and other oriental decorations. An Italian menu is planned for the month of October.

The Fort Benning Multi-Ethnic Curriculum Guide is currently being revised for a second printing. In the short time of it's existence it has been, for the most part, well received. The guide has been used as a text in curriculum classes and as part of a human relations project at Stephen F. Austin University, Nacogdoches, Texas. Georgia State University has used the guide in their curriculum courses. It was also displayed at the Georgia Elementary Conference, Southern Association of Colleges and Schools. Numerous copies have been sent to other schools in the world wide dependent school system.

As we have developed our multi-ethnic curriculum program there have been many times when we decided to continue and do more. We feel these decisions have been sound and correct. As a first attempt, we are proud of our work, but are constantly striving to improve this important addition to the curriculum.

## ORGANIZING AND PLANNING THE WORKSHOP

As a result of the development of the curriculum guide and teacher concerns about how to fully implement it, a decision was made to request the Department of Health, Education and Welfare to fund a a workshop for members of our professional staff.

In order for us to write a proposal for HEW consideration that would reflect the needs of our professional staff, a six page questionnaire was prepared and sent to each staff member. This questionnaire listed many possible concerns of teachers. They were asked to check the areas they would like to see incorporated into a workshop. Space was provided for them to list other concerns they might have. The second part of the questionnaire listed possible ways that the concerns of teachers could be resolved. Staff members were asked to check the ones that appealed to them. Space was also provided for them to list other possible methods that could be used in a workshop setting to resolve their concerns.

In addition to the above responses, we asked all staff members to indicate their preference for a workshop format; to tell us what they wanted the workshop to do for them; to suggest methods to be used in evaluating the workshop and whether or not they planned to attend if funding was approved.

The responses to the questionnaire were tabulated and used in developing the proposal to HEW. Development of the proposal was no easy task since this was our first experience in writing one.

As soon as the proposal was completed, but not yet approved, we began our planning sessions. In these meetings, which consumed a great deal of time, we began to finalize the topics to be covered, consultants to be used, format of the workshop, materials to be secured for use in the workshop, evaluation procedures, etc. We proceeded with the planning at this point because we did not know how long it would take to get final funding approval. Also, it was our opinion that even though funding might be denied, planning such a workshop would be an invaluable experience in itself.

In April of 1972 we invited Dr. Bennat Mullen, Associate Professor of Secondary Education, Stephen F. Austin State University, Nacogdoches, Texas, to visit Fort Benning to consult with us about our planning. Dr. Mullen was selected because of his experience in directing Project Philemon, a human relations project in East Texas. Dr. Mullen visited with us for two days and provided excellent guidance in our planning. Dr. Mullen, through Project Philemon, had directed several workshops at Stephen F. Austin University for teachers from the East Texas area and as a result was able to recommend consultants, materials and procedures that had been successful for them.

Soon after Dr. Mullen's visit, we received notice of approval of our workshop proposal. We immediately notified all members of the professional staff in order for them to begin making plans for the summer.

We kept all members of the staff informed of workshop developments as they occurred. This required numerous memorandums but the results were more than worth the effort. Everyone was knowledgeable of the workshop progress and this contributed greatly toward classroom teacher acceptance of the workshop. We highly recommend to anyone contemplating such a program to keep everyone fully informed at all times.

It must be noted here that from the beginning there was resistance from some members of the administrative staff (principals) to the idea of our having a workshop of this nature. Some fears were expressed that since we have not had any overt racial problems in our schools that we were "rocking the boat". Some personnel were of the opinion that we were "doing enough" and should let "well enough alone".

Every effort was made to allay these fears. We have always had many materials in our libraries about various ethnic groups; however, our instructional program has not been interculturally oriented to any significant degree in the past. The workshop steering committee attempted to impress each concerned administrator with the idea that if our instructional program became interculturally oriented the possibility of maintaining harmony among all groups represented in our student population was greatly enhanced. Another prime consideration that the steering committee attempted to convey was that each child in our schools regardless of group membership should be exposed to a curriculum that is meaningful and supportive. In addition, we attempted to convey the feeling that all students should have the opportunity to be involved in an educational experience that would increase their level of awareness and appreciation for all ethnic groups.

The experience of the workshop itself was most instrumental in helping these concerned administrators see the value of a program of intercultural education.

Not only is it necessary to make every effort to keep the faculty informed about the progress being made, but a concerted effort must also be made to keep the school board aware of developments.

The responses to our questionnaire indicated that our staff was interested in learning much more about a number of ethnic groups. The groups most often mentioned were Blacks, Puerto Ricans and Mexican-Americans.

In our initial planning stages, we had anticipated including several ethnic groups for consideration in our workshop schedule. However, as our planning began to congeal it was clearly evident that time would not permit our doing so. Our final workshop plans focused primarily on the black-white issues. The only exception was one session devoted to the American Indian.

A final survey was conducted to determine who would attend the workshop. Attendance was voluntary for classroom teachers inasmuch as the workshop was being conducted after the teachers had completed their period of performance as specified in their contracts. Classroom teachers were paid $75.00 per week to attend. Administrative personnel were expected to attend since they were still under contract during the period of the workshop.

The Fort Benning Dependents Schools requires its teachers to periodically (every third or fifth year, depending on degree) return to college for further work. Our system credited each workshop participant with five (5) quarter hours credit toward this requirement. We were able to arrange with the Fort Benning branch of Georgia State University for any participants who so desired to receive five hours of graduate credit for participating in the workshop. We experienced no difficulty in arranging with Georgia State for credit to be given. We were delighted that they thought well enough of the workshop and staff to accommodate us so readily. Ten participants chose to enroll for graduate credit.

Securing a desirable location for our workshop was one of the easier things to accomplish. We selected our newest school which is centrally air conditioned. It's very hot in Georgia in June! The school provided an ideal setting for our large and small group activities. The spacious carpeted library provided adequate space for the more than 2,000 books purchased for the workshop and also for the book exhibits secured for the workshop. These materials will be discussed in another section of this paper.

The school auditorium where our large group meetings were held also accommodated the area reserved for coffee breaks (these are important, too). Coffee, soft drinks and a selection of snack items were provided daily at cost.

The workshop area was most attractive each day. There were bulletin boards and many other types of displays throughout the area that reflected the goals of our workshop.

In planning the workshop, we felt that some scheduled social activities would not only provide some relaxation and fun for the participants but would also afford an opportunity for participants to get to know one another on a more personal basis. These informal activities did provide all of these things plus helping to break down the hesitancy that some people were experiencing in discussing certain issues on a personal basis with members of minority groups.

Much time was spent in making decisions about consultants to invite to the workshop. We were fortunate to be able to have the recommendations of Dr. Mullen. These proved to be an invaluable asset. We did our best to match consultants and their expertise with the needs of our teachers. Based on the reception of the workshop, we seemed to have done quite well.

The consultants invited to the workshop and their assigned topics were:

| Consultant | Topic | Number of Days |
|---|---|---|
| Rev. J. Howard Edington<br>Pastor, First Presbyterian<br>Church, Kilgore, Texas<br>(Luncheon Speaker) | "Something There Is That Doesn't Love a Wall" | 1 |

| Consultant | Topic | Number of Days |
|---|---|---|
| Dr. Robert H. Brisbane<br>Chairman, Dept. of Political Science, Morehouse College<br>Atlanta, Georgia | Historical Issues in Majority-Minority Relationships | 1 |
| | Minority Group Membership and: 1. Education<br>2. Economics<br>3. Health<br>4. Residence | 1 |
| Mr. John McNeil<br>President<br>Race Relations Consulting, Inc.<br>Columbus, Georgia | Stereotyping and Self-Image | 1 |
| Dr. J. Brooks Dendy<br>Supervisor of Drama Section<br>Division of Education<br>Carnegie Institute<br>Pittsburgh, Pennsylvania | Self-Image | 2 |
| Dr. James R. Richburg<br>Assistant Director<br>Indian Teacher Training Project<br>University of Georgia<br>(Plus 4 American-Indian Teacher-Trainees) | 1. Orientation to Indian Teacher Training Project<br>2. The American-Indian In Our Society Today | 1 |
| CPT John Laszlo<br>CPT Joel Chapman<br>Clinical Psychologists<br>Mental Hygiene Consultation Service, Fort Benning, Georgia<br>(Assisted during the entire planning and workshop period) | Skill Practise In The Resolution of Conflict (Institutional and Interpersonal) | 1 |
| | Skill Practise In the Prevention of Conflicts | 1 |
| Dr. Odis Rhodes<br>Associate Professor<br>Stephen F. Austin State University, Nacogdoches, Texas<br>and<br>Mr. Albert Mitchell<br>Staff Specialist<br>Project Philemon<br>(Assisted Dr. Rhodes) | "Communication - A Crucial Factor When Two Worlds Meet" (30-minute address)<br><br>Black Dialect-Implications For Teachers | 1 |

The general procedure each morning was for the consultant to spend approximately 45 minutes addressing the assigned topic; a 15 minute break; small group discussion of consultants' remarks (2 hours); large group meeting to pose questions to consultant (1 hour).

We had no formal afternoon sessions. However, the consultants returned in the after noon to have round-table discussions with participants who chose to return for these. These discussions, usually involving from 6 to 12 participants, were very productive. Those who did not attend these discussion sessions, were free to work on their projects (discussed in another section of this paper), view films or be involved in other activities. They were required to be present for the morning sessions only.

All sessions of the workshop were video taped. These tapes can be used in in-service programs, especially with those teachers who did not attend and new teachers joining the staff.

We also plan to develop a "documentary" type tape that will portray all phases of our workshop from the planning stage to the conclusion. The video tapes are also available to other agencies on post that may have an interest in the human relations area.

## Some Reflections

1. There is some feeling that our daily workshop schedule was too short. The hours were from 8:00 a.m.-12:00 noon. There are arguments pro and con for a longer day. Of course, one prime consideration would be the number of teachers who could not attend if the daily schedule were longer.

2. School systems (or other organizations) becoming involved in this type endeavor need to realize that even today this is a "loaded" issue. People (teachers and administrators) don't necessarily think logically and rationally just because they are "educated" (college or university graduates).

3. Many people when they begin planning such an experience will issue a blanket invitation to others to become involved and help with the planning. If this doesn't work as well as desired, we strongly encourage you to approach people individually and enlist their help and support. Don't just seek the assistance of people you feel are in agreement with you. Getting some of those involved who are thinking negatively about the project could do wonders for the project and could quite easily lead to some attitude changes.

4. When you are in the process of securing consultants, be sure you let them know the needs of your staff; your community; what you want them to do and the areas of concern they are to cover.

   Also, it can be most helpful to talk to others who have conducted similar workshops and ask for their recommendations.

5. Plan well enough in advance to provide adequate time for previewing all types of materials you plan to purchase for use in workshop. This is important. There are many different types of materials available today. Much of what is available is of good quality; much of it isn't.

6. Personnel should not be forced to attend. There should be no feeling of coercion. The participants in our workshop were so enthusiastic, that we are already hearing others say they wish they had attended.

7. The workshop experience should be goal oriented toward curriculum, but plan time for interaction and interpersonal relationships. Don't make the workshop so goal oriented that interpersonal discussion is left out.

8. We would recommend that your first workshop be an "in house" activity. In later workshops the community could be involved.

9. Conflict will occur in these workshops. It did in ours. We feel you should not try to prevent it. People can grow from this kind of experience. If you squelch it (conflict), you may squelch a lot of other good things, too!

10. If you feel you have to make an administrative decision during the workshop, think through the effect the decision will have on others. Don't act on your first impulse.

11. When you write a proposal for workshop funding, be sure to include sufficient funds to provide for adequate staff and time to do follow-up activities such as evaluation of workshop, supervision of program implementation, publication of workshop projects, etc. These activities require a lot of time and effort--probably more than any member(s) of your regular staff would have to devote to it and also perform all of their other duties.

    We would also recommend that provisions be made for released time for teachers to meet the year following the workshop to share their ideas regarding the implementation of the new program. It would also be most advantageous to bring in consultants for some of these in-service meetings. Your experiences in a workshop should be shared with others. In order to do this, someone will need time to write up these experiences for publication in professional journals and/or do what we are doing in this paper.

## THE ROLE OF SMALL GROUP WORK IN THE HUMAN RELATIONS WORKSHOP

Working on the assumption that the development of a realistic and usable ethnic curriculum depends not only on accurate resource material but also upon person-to-person discussion of ethnic stereotypes, the steering committee decided to make small group activities a major aspect of the workshop format. Dividing the workshop participants into small groups served several functions: (1) small group meetings were to be a time where participants could more fully discuss the didactic presentations of the consultants; (2) it was hoped that the relatively greater intimacy of a small group would encourage members to explore racial attitudes with each other; and (3) it was also hoped that teachers would collaborate with each other in working out curriculum projects.

## GROUP COMPOSITION

The 84 workshop participants were divided into eight groups of eight to ten persons each, who would work together for most of the three weeks. There were five groups of elementary grade teachers (Kindergarten through Fifth), two groups of junior high teachers (sixth through eighth), and one group of administrators. Special area teachers were distributed across the various groups. Twelve of the 84 participants were black. Each group was assigned a facilitator, four of whom were also black. Black teachers were distributed so that, with the exception of one group, each group had two black members. Effort was made to have at least two Black members per group so that they would not feel like a token Black in a white group. All the elementary grade groups were female, but the junior high and administrative groups were composed of men and women. Groups were composed of teachers from different schools in the system to enhance the sharing of curriculum ideas between faculties, but the group members were selected to put teachers of the same grade level together so that they could better discuss curriculum innovations appropriate to the age child which they taught. Administrators were placed into their own group so that they would be free to discuss administrative issues in implementing a multi-ethnic curriculum and free to develop projects appropriate to their organizational level. Although the groups were composed of only black and white members, it was assumed by the committee that the exploration of black and white culture stereotypes might encourage participants to question other ethnic stereotypes.

## SELECTION OF GROUP FACILITATORS

In order to facilitate the functions of the small groups, each group was assigned a facilitator. There was no readily available group of mental health workers or educators skilled in group process skills, so facilitators had to be selected from the surrounding community and oriented to the purposes of the workshop. In fact, there are few experts in the development of inter-cultural curricula. Thus, the training of facilitators was more of a mutual venture between the steering committee and the facilitators than it was a formal training period in interpersonal dynamics or small group processes. Actually, the committee did not think that "expert" facilitators were necessary since the workshop was an exploratory adventure for everyone concerned. It was thought most important to select facilitators who (1) could relate empathetically with the tasks of teaching, (2) had some type of experience with groups so that they would not be too anxious in group interaction, and (3) showed an interest in learning more about ethnic groups and exploring personal racial attitudes.

Fort Benning is adjacent to Columbus, Georgia, and Muscogee County. In searching for facilitators, the committee had both military and civilian social agencies, and education personnel to contact. Some of the military agencies contacted were the Mental Hygiene Clinic, the Human Resources Research Organization, the Race Relations Coordinating Group, and graduate students in curriculum development and counseling psychology at a Fort Benning extension of Georgia State University. Civilian contacts included the Muscogee County School System, Columbus social agencies and local churches. On one occassion, a member of the steering committee visited a graduate class in counseling psychology, explained the nature of the workshop, and asked interested students to sign up as possible facilitators. Non-student facilitators were paid at the same rate teacher participants were paid. Graduate student facilitators were able to claim practicum credit for having been a facilitator. Of course, these inducements helped to attract potential facilitators.

In late May 1972, ten facilitator candidates were invited to an informal coffee at the home of one of the steering committee members. In this informal atmosphere, it was possible to acquaint the applicants with the goals and methods of the curriculum workshop without giving the impression that they must be experts in race relations. The informal atmosphere also helped the committee to pick out those persons who seemed to possess facilitative qualities, such as an ability to listen empathetically and an open attitude toward exploring racial attitudes.

From this meeting and through subsequent efforts, nine persons were asked to become group facilitators. These persons came from many different backgrounds; for example:

1. a white female, Fort Benning school teacher who is also working on a master's degree in Counseling Psychology.
2. another white female, Fort Benning teacher who is working on a Counseling Psychology master's degree.
3. a black female, Fort Benning teacher who has functioned as a resource person to other teachers on teaching techniques.
4. a black female teacher from the Muscogee County School System who has a master's degree in Social Work.

5. a white female, Director of Christian Education with a background in elementary education and small group leadership.
6. a black male Army Major who is currently completing his Ph.D. in Curriculum and Instruction.
7. a white male, Army Social Work Specialist in the Mental Hygiene Clinic whose primary experience has been counseling of individuals and families.
8. a white female, housewife who has a master's degree in Social Work and is the wife of one of the committee members.
9. a black male, Army Specialist who was a member of the Race Relations Coordinating Group and who was experienced in leading black-white encounter groups.

FACILITATOR ORIENTATION

The steering committee also hired a consultant in small group process to aid in the selecting and briefing of facilitators. The consultant led, in conjunction with the committee, a six-hour Saturday orientation for facilitators. As part of his contract, he also met with the facilitators twice a week for the first two weeks of the workshop in order to give the facilitator supervision on any problems arising among group members. At these supervisory meetings, facilitators not only discussed problems of group facilitation, but the facilitators, steering committee and consultant also discussed the workshop's progress.

The six-hour orientation was designed by the consultant and the steering committee to brief facilitators on various aspects of the workshop. For three hours in the morning, staff and consultant briefed facilitators on the history behind the development of the workshop and presented informal lectures on how small groups function and some of the group process phenomena which might occur. The afternoon session was spent in elaborating on the morning presentations and answering the questions of facilitators. Taken in the spirit that the workshop was a joint learning adventure of staff, facilitators and workshop participants, facilitators were advised to encourage their groups to explore racial issues and ethnic material, but not to feel that they must provide members with answers or directive leadership. The role of the facilitator was described as one who helps the group do its work, but does not teach the group how to function as a group or teach them ethnic studies. It was thought that the groups would naturally form into some kind of functional relationship, especially since teachers are accustomed to working on committees. Finally, facilitators were acquainted with the workshop's library of films, books and pamphlets.

Some workshop participants were also graduate students of Georgia State University and were obtaining course credit for participation. Since these students had to receive a course grade for their curriculum project, the steering committee monitored these students' work. In fact, since all participants were required to submit project proposals for committee approval, it was decided that any problems related to the nature and scope of projects should be brought to the steering committee's attention and not made the facilitators responsibility. This action was designed to further insure that the facilitators did not feel pressured to assume expert leadership roles in their groups.

Of course, the steering committee as well as the facilitators were somewhat nervous as to how effective the small groups would be, but feedback from participants and facilitators as the workshop progressed was mostly quite positive. All facilitators indicated that working with the groups was a very meaningful learning experience. Also, a post workshop questionnaire filled out by participants indicated that 81% of the respondents thought that having a group facilitator was helpful. However, 33% of the questionnaire respondents stated that group meeting time was not long enough to work on project proposals. Apparently, there was inadequate group time for some groups because they were expected to participate in several activities: discuss consultant presentations, work on project proposals and hopefully discuss personal attitudes about ethnic groups.

At the conclusion of the workshop, a debriefing was held between the facilitators and the steering committee. In this session we all tried to share learnings gained from the workshop in an effort to bring about a feeling of completion and closure of our working relationship. And finally, grade conferences were held with those facilitators who were receiving Georgia State course credit for their work. Although the development of small group participation was a time-consuming process, compensation was found in the enrichment of the learning experiences for staff, facilitators and workshop participants.

## Materials Used During the Human Relations Workshop

Once the proposed workshop had been approved, the Committee was able to obtain numerous materials free of charge from various organizations along with additional materials that were purchased.

Prior to the beginning of the workshop, we arranged with BFA Educational Media, a subsidiary of Columbia Broadcasting System, to send 25 films to preview during the workshop. These films were consigned to the Committee to be used during the entire period of the workshop. This gave participants an opportunity to see all of the films if they desired. They were asked to rate each (from high to low). These ratings will be used in purchase considerations. Viewing these films also assisted the participants in the development and follow-up of their workshop project. Arrangements were made for several rooms to be set up where these films were available for participants to view at a convenient time. The films that were viewed by the participants are as follows:

| | | |
|---|---|---|
| African: An Introduction | | 18 minutes |
| Arts and Crafts In West Africa | | 10 1/2 minutes |
| The Bill of Rights In Action: Equal Opportunity | | 22 minutes |
| Black and White: Uptight | | 35 minutes |
| Black History: Lost, Stolen or Strayed | | 54 minutes |
| The Black Soldier | | 26 minutes |
| Body and Soul: Part I (body) | | 24 minutes |
| Body and Soul: Part II , (Soul) | | 20 minutes |
| Discovering American Folk Music | | 21 1/2 minutes |
| Discovering Jazz | | 21 1/2 minutes |
| Discovering The Music of Africa | | 22 minutes |
| Discovering The Music of Japan | | 22 minutes |
| Evan's Corner | | 24 minutes |
| Japan: An Introduction | | 16 1/2 minutes |
| Paul Lawrence Dunbar: American Poet | | 14 minutes |
| Portrait in Black and White | | 54 minutes |
| The Travelers and The Thieves: An African Folktale | | 10 minutes |
| Two Knots on a Counting Rope | | 9 minutes |
| Values: Understanding Others | | 9 minutes |
| Values: Understanding Ourselves | | 9 minutes |
| Discovering American Indian Music | | 24 minutes |
| Indians In The Americas | | 15 1/2 minutes |
| Chicano | | 22 3/4 minutes |
| Minority Youth: Adam | | 10 minutes |
| Minority Youth: Akira | | 14 1/2 minutes |
| Africa: Focus On Culture | (Filmstrips with records or cassettes) | 4 - 12" records or 4 tapes |
| Africa: Focus on Economy | (5 - 12" records or 5 tapes) | |

All of the above films and filmstrips were on Primary, Elementary and Junior High Level's.

The depth of our workshop was further enhanced by the books that were purchased for use by the participants. This proved to be one of the most valuable assets of the workshop. Most of the participants read widely during the three weeks of the workshop and prior to its beginning.

Each participant was provided with a folder of materials several weeks in advance of the workshop in order for them to read extensively and be better prepared for the beginning of the workshop. Included in their folders were some free materials secured from the following organizations:

| Material | Organization |
|---|---|
| The Chickenbone Special | Southern Regional Council |
| New South | Southern Regional Council |
| Preserving and Understanding Your Local Jewish Heritage | American Jewish Historical Society |
| Integrated School Books | NAACP Education Department |
| Focus On Minorities | Thomas Y. Crowell Company |
| Americans and Anthropology | Humanities Press |
| American Indian | World Book Reprint |
| Mexico and Mexico City | World Book Reprint |
| Scott Joplin's "Treemonisha" | High Fidelity/Musical America |
| Building On Backgrounds | Instructor Magazine |
| Do You Know? | Dalton, Georgia, Public Schools |
| A New Grace | Opera News |
| Today's Price | Opera News |
| The Black Performer | Opera News |
| Teaching Ethnic Minority Cultures: A Selected Bibliography | Dr. James Banks |
| Deeds Of Black Regiment To Live Again | The Bayonet |
| Cataclysm In Richmond | NAACP Education Department |
| Why Some Progress While Others Don't | NAACP Education Department |
| The Past And Its Presence | NAACP Education Department |
| How To Integrate Your Districts Curriculum | NAACP Education Department |
| American Majorities And Minorities | NAACP Education Department |
| Multi-Racial Textbooks For Elementary Schools | NAACP Education Department |
| The Rightness Of Whiteness | Michigan-Ohio Regional Educational Laboratory |

Also included in the folders were purchased materials as follows:

| | |
|---|---|
| Magazine Section (American Indiana) | Atlanta Journal and Constitution |
| January 1972 Issue of Phi Delta Kappa | Phi Delta Kappa |
| Teaching Ethnic Minority Studies With A Focus On Culture | Educational Leadership |
| The Schools Can Overcome Racism | Educational Leadership |

These recordings were distributed to the teachers during the workshop:

| | |
|---|---|
| Adventures in Negro History, Vol. I, Highlight Radio Productions | National Education Association |
| Adventures in Negro History, Vol. II, The Frederick Douglass Years | National Education Association |
| The Afro-American's Quest for Education: A Black Odyssey, Adventures in Negro History, Vol. III | National Education Association |

The Committee secured from The Combined Book Exhibit, Inc. two exhibits for the entire period of the workshop. They were the K-12 School Exhibit (of general interest) divided into four sections: for grades K-5, 6-8, 9-12 and professional reading. The K-5 exhibit included many of the exciting new picture books and titles for beginning readers as well as books in American history, health, reference and sports.

The 6-8 sections had titles in all areas of literature and language, social studies, science, health, drug education, reference and sports. Many books in the areas of mystery and adventure, science fiction, animals and general fiction were included.

Section 9-12 included many titles for supplementary and leisure reading for senior high schools, but the emphasis was on curriculum-related titles including literature, (American and world literature, essays, poetry, drama, cinema, biography, composition and speech), social studies (American and world history and government, current events, civil rights, sociology, and philosophy), science, the environment, health, sex, and drug education, sports, study and college entrance.

The books in the professional reading section are on teaching, reference and guidance.

The Second Exhibit (Exhibit 4) - Red, White, Black, Brown and Yellow: "Minorities in America", is a unique collection of materials on minority groups in America which includes 250 titles from 50 publishers and audio-visual producers on all levels of interest from elementary school through adult. Subjects included were: Black history from slavery through the present, Black and White relations, civil rights movements, history and culture of other lands, American Indians, women, Spanish-speaking people, Orientals, art, urban studies, education, poetry, drama, biography, adult and young adult fiction, juvenile fiction and book lists.

These paperback books and audio-visual items presented a wide variety of up-to-date materials which could be considered for classroom use and for supplementary, required, recommended or independent study, for library reserve or regular collections or for personal libraries.

During the last week of the workshop the single copies of the books and other materials on display were available for purchase by workshop participants at a special discount rate of 50% of cost.

During our workshop we had five student assistants who volunteered to assist primarily in the audio-visual area. They learned to operate the VTR system and assumed most of the responsibility for taping our workshop under the supervision of one of our teachers who has experience with video tape systems. They also scheduled and showed 16mm films to many individuals and groups who participated in the workshop.

Additional reference materials that were purchased for the workshop and distributed to all the school libraries in the system for future use are:

10 copies - Bleiweiss, Marching To Freedom, The Life of Martin Luther King (West Haven, Connecticut: Academic Paperback Press).

Paperback Books From The Concern Series 1970-71

15 copies - Bliss, Betsy. Poverty (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Bliss, Betsy, Race (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Schrank, Jeff, Violence (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Waggener, Robert R., Freedom (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Bliss, Betsy, Generation Gap (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Waggener, Robert R., Authority (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Schrank, Jeff, Communication (Morristown, New Jersey: Silver Burdett Co.)

15 copies - Auw, Andre, Leaders Guide (Morristown, New Jersey: Silver Burdett Co.)

80 copies - United States Commission on Civil Rights, Racism In America and How To Combat It (Washington, D. C.: U.S. Government Printing Office, 1970).

1 set - Legends And Tales of American Indians (Mahwah, New Jersey: Troll Associates)

1 set - Legends And Tales of Africa (Mahwah, New Jersey: Troll Associates).

1 set - Legends And Tales of Japan (Mahwah, New Jersey: Troll Associates).

30 copies - Silberman, Charles E., Crisis In The Classroom: The Remaking of American Education (New York: Vintage Books - A division of Random House).

10 copies - Franklin, John Hope, From Slavery To Freedom: A History of Negro Americans (New York: Vintage, 1967).

30 copies - Cinn, Daniel and Elliot Skinner, A Glorious Age In Africa (Garden City, New York: Zenith Books, Doubleday and Co., Inc.).

80 copies - Freidel, Frank, The Negro and Puerto Ricans In American History (Indianapolis, Indiana: D. C. Heath and Co.)

25 copies - Weisman and Wright, Black Poetry For All Americans (New York: Globe Book Co., Inc.).

5 copies - Bennett, Lerone, What Manner of Man: A Biography of Martin Luther King (Peekskill, New York: Inter-Pac Co.).

5 copies - Contemps, Arna, Frederick Douglass: Slave-Fighter-Freeman, (Peekskill, New York: Inter-Pac Co.).

5 copies - Brau, M. M., Island In The Crossroads: The History of Puerto Rico (Peekskill, New York: Inter-Pac Co.).

5 copies - Epstein, Samuel, Harriet Tubman: Guide To Freedom (Peekskill, New York: Inter-Pac Co.).

5 copies - Hardwick, Richard, Charles Richard Drew: Pioneer in Blood, (Peekskill, New York: Inter-Pac Co.).

5 copies - Patterson, Lillie, Booker T. Washington: Leader of His People (Peekskill, New York: Inter-Pac Co.).

5 copies - Rollins, Charlemae, They Showed The Way: Forty American Negro Leaders (Peekskill, New York: Inter-Pac Co.).

5 copies - Sterling, Philip, The Quiet Rebel: Four Puerto Rican Leaders (Peekskill, New York: Inter-pac Co.).

5 copies - Young, Andrew, Negro First In Sports (Peekskill, New York: Inter-Pac Co.).

30 copies - Thompson, Era Bell and Herbert Nipson, White on Black (Chicago, Ill: Johnson Publishing Co.)

10 copies - Brisbane, Robert H., The Black Vanguard (Valley Forge, Pa.: The Judson Press).

15 copies - Banks, James A., Black Self Concept: Implications for Education and Social Science (New York: McGraw-Hill Book Co.)

20 copies - Quarles, Benjamin, The Negro In The Making of America, (New York: MacMillan Company) 1969.

1 set - Black History - An Audio-Visual Course (Pulo Alto, California).

30 copies - Levine, Stuart and Nancy Lurie, The American Indian Today, Baltimore, Maryland: Penguin Books, Inc.)

15 copies - Petrovich, Michael B. and P. D. Curtin, Africa, South of the Sahara, (Morristorn, New Jersey: Silver Burdett Co.) 1970.

85 copies - Grier, William and Price M. Cobbs, M.D., Black Rage (New York: Bantam Books, Inc.).

10 copies - Leipold, L. E., Famous American Negroes, Famous American Negroes, (Minneapolis, Minn: T. S. Denison and Co, Inc.)

100 copies - Banks, James A. (Ed.), "The Imperatives of Ethnic Education," Phi Delta Kappa, Special Issue, (Bloomington, Ind: Director of Administrative Service, January 1972).

30 copies - Hughes, Langston and Arna Bontemps, Book of Negro Folklore (New York: Dodd, Mead and Company).

2 sets - Multi-Racial Stories and Biographies: A set of 21 paperbacks, Grades 4-7 (Paramus, New Jersey: Educational Reading Service).

90 copies - Banks, James A., Teaching The Black Experience: Methods and Materials (Belmont, Calif: Fearon, 1970).

90 copies - March Toward Freedom, A History of Black Americans (Belmont, Calif: Fearon Publishers).

100 copies - Nava, Julian, Mexican American: A Brief Look At Their History (New York: Anti-Defamation League of B'nai B'rith).

100 copies - Raab, Earl and Seymour Lipset, Prejudice and Society (New York: Anti-Defamation League of B'nai B'rith).

100 copies - Smith, M. Brewster and June A. Pillavin, The Schools and Prejudice (New York: Anti-Defamation League of B'nai B'rith).

100 copies - Resource Unit on Prejudice and Discrimination (New York; Anti-Defamation League of B'nai B'rith - no author shown)

100 copies - Handlin, Oscar, Out of Many: A Study Guide to Cultural Pluralism In the United States (New York: Anti-Defamation League of B'nai B'rith).

5 copies - Miller, Donald L., An Album of Black Americans In The Armed Forces (New York: Franklin Watts, Inc.).

10 copies - Shapp, Martha and Charles, Let's Find Out About Jewish Holidays, (New York: Franklin Watts, Inc. 1971).

25 copies - Branson, France, The Human Side of Afro-American History, (Columbus, Ohio: Ginn and Company).

20 copies - Finklestein, Sandifer and Wright, Minorities: U.S.A., (New York: Globe Book Co., Inc.).

25 copies - Washington, Up From Slavery (West Haven, Connecticut: Adademic Paperback Press)

20 copies - Banks, James A., Teaching Social Studies To Culturally Different Children (Reading, Mass.: Addison-Wesley Publishing Co), 1971.

15 copies - Banks, James A., Teaching Language Arts To Culturally Different Children (Reading, Mass.: Addison-Wesley Publishing Co), 1971.

20 copies - Penn, Joseph E., Pioneers and Planters (Columbus, Ohio: American Education Publication).

20 copies - McHugh, Raymond, The Hurrican Promise: Free Negroes Before The Civil War (Columbus, Ohio: American Education Publication).

20 copies - Hudson, Gossie H., Forward For Freedom: Mr. Lincoln and the Negroes (Columbus, Ohio: American Education Publication).

20 copies - Jackson, W. Shermon, The Lost Promise: Reconstruction In The South (Columbus, Ohio: American Education Publication).

20 copies - Moran, Robert, The Reign of Jim Crow: Separatism and the Black Experience (Columbus, Ohio: American Education Publication).

20 copies - Williams, Oscar, Northward Bound: From Sharecropping to City Living (Columbus, Ohio: American Education Publication).

20 copies - Bellary, Dornie, Glory Road: The Visible Black Man (Columbus, Ohio: American Education Publication).

20 copies - Thorpe, Earl E., Struggle For a Nation's Conscience: Civil Rights (Columbus, Ohio: American Education Publication).

10 copies - Palomares, Uvaldo H., (Ed.), The Personnel and Guidance Journal (Vol. 50, No. 2), "Culture As A Reason For Being", (Washington, D. C.: American Personnel and Guidance Assoc., 1971).

10 copies - The Personnel and Guidance Journal, "What Guidance For Blacks" (Washington, D. C.: American Personnel and Guidance Assoc., May 1970).

1 copy - Cobbs, Price M., "Dare to Care/Dare to Act". Audio cassette tape recording of address at the Opening General Session, (Washington, D. C.: Association for Supervision and Curriculum Development, 1971).

65 copies - Educational Leadership (Vol. 29, No. 2), Washington, D.C. Journal of Association for Supervision and Curriculum Development, 1971.

Evaluating the effects of the 1972 Human Relations Workshop at the Fort Benning Dependents Schools

## BACKGROUND TO THE DESIGN OF THE EVALUATION

During the initial stages of the planning phase, it became clear that the committee viewed the goals of curriculum change in the area of ethnic studies as involving changes in both the substantive content of the formal curriculum, and in the "hidden" curriculum transmitted through the interpersonal relationships in the classroom. The human relations workshop model was seen as one method of exposing a portion of the school staff to a complex set of learning experiences which were selected to potentially influence the selection of curriculum content, teaching methods and interpersonal styles. Because the workshop was considered an experiment, it was of concern that some formal evaluation be carried out to determine its effects.

Though formal evaluation was considered necessary, it did not become an integral part of the committee's work until very late in the planning phase. At that time, the development of an evaluation model and the selection and construction of evaluation instruments was largely delegated to one committee member whose work was reviewed and approved by other members of the group. The postponement of planning for the evaluation ultimately led to omission of some potentially important measures and to some incongruence between the goals of the workshop and the evaluation measures used. Early and continuous consideration of the implications of the goals, methods and structure of the workshop for doing an effective evaluation of its impact is strongly recommended to others working in this area.

## EVALUATION MODEL

Many of the measures used to assess the impact of the workshop were part of a school-wide survey administered to the school staff a year before the workshop. To determine the impact of the workshop on participants, changes scores on the instruments between June, 1971 and the beginning of the workshop will be compared with change scores from the beginning to the end of the workshop. This data is currently being prepared for analysis.

## EVALUATION INSTRUMENTS

The evaluation package consisted of a number of questionnaires with a considerable range of established reliability and validity. Each of the instruments involves direct self report of attitudes, beliefs, feelings or behavior. Each of these instruments is described briefly below.

The D Scale (Rokeach, 1960) was used to assess individual differences in openness or closedness of belief systems. This measure was included to help interpret possible differences in attitude change and informational gain in the workshop.

The Multifactor Racial Attitude Inventory (Woodmansee and Cook, 1967) was used to measure various attitudes toward Negroes. This measure was included to assess inequalitarian attitudes toward the predominant ethnic group in the local community where the teachers in the workshop live.

The Ethnic Studies Attitudes Scale was developed at Fort Benning to assess acceptance of and resistance to the inclusion of ethnic studies into the curriculum. Work on the reliability and validity of this instrument is underway.

Measures of general information about minority groups were used as a rough indicator of knowledge level before and after the workshop. Changes in information level resulting from the workshop are probably underestimated by these instruments because they did not cover material presented by the consultants.

A measure of background information containing questions about involvement over the last year in curriculum change and reasons for attending the workshop was included.

A list of pamphlets, books and films available during the workshop was distributed and teachers reported which ones they read or saw.

A measure of reactions to different parts of the workshop was used, and suggestions for improvement were sought.

While observational studies of workshop participants prior to the workshop would have been a useful way to assess the content of their class offerings and their interpersonal style, staff was not available for such an effort. Reluctance on the part of workshop participants to become involved in role playing and possible embarrassment about "micro-teaching" such unfamiliar material made assessment of behavior is structured situations within the workshop impossible. None of the questionnaire measures provides much basis for inferring what a teacher presents in class, either factually or interpersonally. As a consequence, no clear, adequate measures of the central objectives of the workshop are available.

Instead, most of the evaluation measures represent variables such as dogmatism, racial attitudes, information level, etc. which may mediate the decision-making process which leads a teacher to alter the content of her classroom program and her style of relating to children, particularly those from minority groups.

## FUTURE EVALUATION

All of the instruments described above were administered immediately after the workshop, and reveal only some of the shortrange impact of the workshop. It would be very desirable to now interview individual teachers and school staffs, to do classroom observations, and study planning books for class presentations to further understand the impact of the workshop. Such studies take time and money but would be well worth the effort to determine more about the issues, methods and effects involved in trying to establish cultural pluralism in our schools.

## References

Rokeach, M. The Open and Closed Mind, New York: Basic Books, 1960.

Woodmansee, J. and Cook, S. "Dimentions of Racial Attitudes: Their Identification and Measurement", Journal of Personality and Social Psychology, 1967, 7, pp. 240-250.

FORT BENNING DEPENDENTS' SCHOOLS
HUMAN RELATIONS WORKSHOP
POST-WORKSHOP EVALUATION

1. Which of the following ethnic groups were you most interested in learning more about in this workshop? If you were interested in more than one, which one was most important?

| ETHNIC GROUP | RESPONSES (%) |
|---|---|
| Blacks | 53 |
| Mexican Americans | 0 |
| Puerto Ricans | 2 |
| Japanese | 0 |
| American Indians | 10 |
| Jewish | 1 |
| No Specific Group | 5 |
| Other | 1 |
| *Mixed Preference | 16 |
| No Response | 12 |

*This category was added by 16% of the respondents. Among the ethnic groups listed in this category, Blacks were predominant.

2. Please rate each of the following areas on how important it was to you at the outset of the workshop. The following rating scale is to be used:

1. Very Important
2. Important
3. Neither Important nor Unimportant
4. Unimportant
5. Very Unimportant

| AREA | RESPONSES (%) 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Learning more specific facts about an ethnic group (76)* | 49 | 49 | 1 | 1 | 0 |
| Exploring my own attitude toward an ethnic group (76)* | 39 | 51 | 7 | 3 | 0 |
| Enhancing my skill at teaching multi-ethnic materials (76)* | 62 | 29 | 7 | 1 | 1 |
| Increasing my knowledge of resources such as books and films in the area of multi-ethnic education (77)* | 51 | 40 | 3 | 5 | 1 |

*Number of participants responding to this question.

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3. Please rate the extent to which each of the areas mentioned in question 2 was dealt with in the workshop. This is, to what extent were your specific needs in each of the areas met in the workshop. The following rating scale is to be used:

1. Very Adequately
2. Adequately
3. Neither Adequately nor Inadequately
4. Inadequately
5. Very Inadequately

| AREA | RESPONSES (%) 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Learning more specific facts about an ethnic group (76)* | 24 | 64 | 7 | 4 | 1 |
| Exploring my own attitude toward an ethnic group (76)* | 32 | 55 | 9 | 4 | 0 |
| **Enhancing my skill at teaching multi-ethnic material (76)* | 13 | 46 | 29 | 5 | 7 |
| Increasing my knowledge of resources such as books and films in the area of multi-ethnic education (76)* | 44 | 50 | 1 | 4 | 1 |

*Number of participants responding to this question.

**This initial workshop was not designed specifically for enhancing teaching skills. The main thrusts were in the direction of changing attitudes, providing information about minority groups (primarily Blacks) helping participants to become aware of resource materials available and to create a greater appreciation of the responsibility we all have in providing a program of instruction that meets the needs of all boys and girls regardless of group membership.

4. Please rank the following components of the workshop on the extent to which they helped to meet your needs. The component which best helped meet your needs should be ranked 1 on a sliding scale of from 1-6.

| AREA | SCALE (%) 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Presentations by consultants (75)* | 42 | 27 | 12 | 8 | 4 | 1 |
| Discussion with consultants in auditorium (large group) (72)* | 11 | 14 | 17 | 11 | 29 | 18 |
| Discussion in your small group of the consultants' presentations (75)* | 41 | 23 | 19 | 12 | 4 | 1 |
| Working on your project for next year (70)* | 11 | 15 | 16 | 17 | 21 | 20 |
| Availability of resource material such as books, pamphlets, and films (73)* | 18 | 20 | 23 | 21 | 15 | 3 |
| Informal discussion with other members of the school staff, e.g., during breaks, after the workshop day (73)* | 10 | 14 | 22 | 12 | 10 | 32 |

*Number of participants responding to this question.

5. Which of the consultants who made presentations during the workshop would you like to work with again?

(The consultants have been ranked according to the responses)

1. Dr. Brisbane
2. Dr. Deady
3. Dr. Richburg
4. Dr. Rhodes
5. Mr. McNeil

6. Below are a series of questions concerning the project you worked on during the workshop.

(The questions are shown below with the participants' replies indicated in percentages)

Was sufficient resource material easily available to you within the workshop to complete your project?

73% YES 20% NO

Was the workshop committee of sufficient help in clarifying your project proposal?

80% YES 20% NO

Did working on your project lead you to discover new information or develop new insights about a minority group?

88% YES 12% NO

Did working on your project promote a more positive attitude in you toward a minority group?

84% YES 16% NO

Did working on your project promote a more negative attitude in you toward a minority group?

7% YES 93% NO

Did working on your project increase your willingness to become involved in implementing the multi-ethnic curriculum this fall?

96% YES 4% NO

7. For each of the following areas please rate how interested you are in learning more about that area. The following rating scale is to be used:

1: Very Interested
2: Interested
3: Neither Interested nor Disinterested
4: Disinterested
5: Very Disinterested

| AREA | RESPONSES (%) 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Learning more specific facts about an ethnic group | 58 | 36 | 5 | 0 | 0 |
| Exploring my own attitude toward an ethnic group | 41 | 46 | 8 | 5 | 0 |
| Enhancing my skill at teaching multi-ethnic material | 64 | 30 | 4 | 1 | 0 |
| Increasing my knowledge of resources such as books and films in the area of multi-ethnic education | 47 | 46 | 3 | 4 | 0 |

8. Below are a series of questions about your experience in your small group.

(The questions are shown below with the participants' replies inserted (in percentages)

Was it helpful to have a facilitator in your small group?

81% YES 19% NO

Were the meetings to discuss the consultants' presentations long enough?

91% YES 9% NO

Were the meetings to discuss your project long enough?

67% YES 33% NO

Were the topics most important to you explored to your satisfaction?

60% YES 40% NO

Were there any new teaching methods or techniques learned in the workshop?

72% YES 28% NO